

Teacher: Charles Crockett

Room: 11

Class Level: 3-4

Theme: Animation Unit

<u>Key Competencies</u> Thinking Participating and Contributing Self-Management Making meaning Relating to others	<u>Context Or BIG Question</u> We are learning to identify a variety of animation techniques, so that we can produce an animated movie trailer.			
<u>Knowledge Dimensions</u> Factual - What are the facts about this topic? Conceptual What theories ideas or concepts need to be known about this topic? Procedural What techniques/ methods are required? Metacognitive What personal thinking is required about learning?	<u>Factual Knowledge</u> Terminology Details Elements -What is animation? -What is claymation? -History of animation.	<u>Conceptual Knowledge</u> Classification Categorization Principles Theories Structures Cultural Understandings -Story boarding - Story/plot construction	<u>Procedural Knowledge</u> How-to skills Techniques Methods How to produce a -How to produce a flip book animation -How to produce a claymation. -How to use a Digital Camera. -How to use animation software.	<u>Metacognitive Knowledge</u> Strategic, Contextual Self knowledge -why animation is used in the entertainment industry.
Higher Order Thinking Deep Understanding Deep Knowledge	<u>Deep Understandings: (SLOs) Children will...</u> (Behavioural and measurable outcomes) Refer to Blooms Cognitive Taxonomy 1. Students will demonstrate the persistence of vision concept to explain how still images become animation. 2. Students create original clay animation trailer promoting their movie script, and share them with peers, parents, and the community			
	<u>Significant Questions to be answered: (children's and teachers)</u>			
Student Direction Problem Based Learning	<u>Teacher's Questions to be answered</u> What is the history behind animation? How can animation be used to improve learning? What connections can be made to language?		<u>Children's Questions:</u>	
<u>Key Competencies</u> Thinking Learning to learn Reflection Judgment Relating to others Work in co-operative ways, manage and resolve conflict, support, contribute and fulfill responsibilities to others. Managing self Set and achieve goals, make plans, persevere, take increasing responsibility for learning Participating and contributing Interact and contribute in a learning community	<u>Te Kete Ako/ Skills Required</u> How to make a flip animation. How to make a Thaumatrope Animation. How to manipulate clay to produce a clay character. How to use a story board. How to use a digital camera. How to upload pictures. How to use a video editing program similar to MS Movie Maker.			

<u>Value Performance indicators</u> <u>(Assessment criteria)</u> What will be assessed? How will it be assessed?	What? explain how still images become animation. Quality of story line. Including key components of a good narrative. Ability to create a story board.	How? Test Book work. Story Board template Self-assessment rubric
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Claymation rubric				
Criteria	Novice	Apprentice	Proficient	Distinguished
Animation meets its purpose and skilfully answers the question posed.	Subject knowledge is not evident. Information is confusing. Does not answer the essential question.	Some subject Knowledge is evident. Some information is confusing. Question is stated but not clearly answered.	Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct. Essential question is answered.	Project has gone above and beyond. All information is clear, appropriate and correct. Essential question is clearly answered. Subject knowledge is evident throughout.
Quality of Design. Is it visually pleasing, original, creative, or organized?	Quality is weak. There is no evidence of logical flow or use of new ideas. No visual impact.	Random presentation of material with little attention paid to quality.	Media used demonstrates adequate and clear sequencing of material using creative graphics.	Media shows superior evidence of continuity. There is a logical intuitive sequence of information.
Storyboarding and planning	Did not utilize storyboard during process or storyboard is incomplete.	Basic storyboard. Does not answer essential question. Referred to storyboard during project building process.	Strong storyboard that answers the essential question. Storyboard used as a guideline for project development.	Fully developed storyboard that answers the question and is organized in coherent pieces. Used storyboard extensively during project development for goal-setting, organization and task-assignment.
Presentation style including, eye contact, voice, and appearance	No eye contact. Low, soft, or monotone voice. Script reading. Appearance is too casual or sloppy. Posture is slouched.	Some eye contact. soft or monotone. Appearance is casual, neat. Presenter rocks back and forth.	Some eye contact, but only in one direction. Voice is steady and clear. resenter shows some facial expression, uses appropriate gestures, and knows the content well. Presenter is dressed up and has good posture.	Eye contact moves among the audience. Presenter is confident, expressive, and know their content. They are dressed up or in appropriate costume. They have good posture, are mobile, and use facial expressions and gestures to make their point.

Evaluation of teaching What worked well? / What didn't?	Evaluation of learning Where to next?
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Learning Experiences

Blooms Levels	Learning Experiences	Related Organizers Thinking Tools
Synthesis Analysis Application Knowledge & Comprehension Knowledge & Comprehension Knowledge & Comprehension Synthesis Create/Design Create/Design Create/Design	<p>Introduce Unit. KWL</p> <p>Explore what animation is.</p> <p>-Watch and compare several examples of animation: Bugs Bunny, Chicken Run, Wallace and Grommet, Shrek.</p> <p>-Write a review for one of the movies.</p> <p>-Explain how historical and traditional types of animation are the cornerstones for today's high tech animation industry.</p> <p>-Research important events in animation's history and explain their significance.</p> <p>-Use the persistence of vision concept to explain how still images become animation.</p> <p>-Identify some early 2-D animation devices and explain how they accomplished the illusion of movement.</p> <p>-Create a Thaumatrope animation</p> <p>-Create a flip Chart animation</p> <p>-Create a Power point stickman animation</p> <p><u>Claymation</u></p> <p>Students, working in groups of 3-5, collaborate to write and animate a fantasy story.</p> <p>In the first phase of the project, students will create clay characters, write a script for their story, and create a storyboard of the best parts to create a trailer. Perform their Trailer with a group of students.</p> <p>In the second phase, students will take digital images of their characters, creating movement through the use of multiple pictures and changes in the position of the characters.</p> <p>In the third phase of the project, students use a video production program to add supporting images, music, and narration for a clay animation movie trailer.</p>	<p>KWL Sheet</p> <p>Review sheet. Venn Diagram, Self assessment rubric</p> <p>Timeline</p> <p>Narrative template</p> <p>Storyboard organizer</p> <p>Movie Maker</p>

Synthesis	<p>In the final phase, students share their movie with the rest of the class/School.</p>	
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Engaging the Multiple Intelligences through Claymation

Logical-Mathematical intelligence is a proficiency with numbers, mathematical concepts, and logic.

The clay animation process requires the completion of several distinct steps. Have students plan out the steps and sequences necessary to make their clay animation. You can also have them create a production budget for materials, time, and other needed resources.

Spatial intelligence is a proficiency with spatial relationships and the ability to think and communicate in a visual format.

To engage the spatial intelligence, have students create a project storyboard or visual map of their project. This requires them to think about how they can best portray concepts and situations visually. Creating the backgrounds, choosing colors for the characters, and modifying character movements to convey information also engage this intelligence.

Musical intelligence is an appreciation of a variety of forms of music and proficiency in using music as a form of self-expression.

Clay animations have a more dramatic and powerful effect when they include music. To engage the musical intelligence, have students create an original soundtrack or score using sound creation software such as Smart Sound or Super Duper Music Looper for their animation to set the mood and showcase conflict.

Bodily-Kinesthetic intelligence is a proficiency in using one's own body to express oneself or to create/build/manipulate objects.

Building a clay character and setting and positioning the character for picture taking of realistic movements requires kinesthetic skill. To engage the bodily-kinesthetic intelligence, have students use a variety of materials and approaches to building the character, set, and accessories.

Interpersonal intelligence is a proficiency in understanding and responding effectively to other people.

Clay animation is easiest to manage and often most successful when it is completed by a team of students. Working in teams provides an opportunity for students to utilize their interpersonal intelligence to maximize each individual's contribution to the team's clay animation project.

To further facilitate student learning with this intelligence, create a check-in point to see how the team is progressing and what they are experiencing during the process.

Make a Zoetrope: A Short Lesson on How to Create a Simple Animation

This lesson introduces concepts of animation and visual storytelling through the production of a zoetrope. Kids also have a chance to practice cooperative interaction, reading and writing.

Goals:

- Use of mouse—clicking, selecting objects
- Use of Web browser—back, forward, up, down tool bars; adjust sound in video window; adjust frames in video window
- Listening, taking turns, sharing tools
- Composing original sentences
- Reading—sight recognition of letters and words, decoding
- Drawing
- Planning—predicting an action and how to represent it visually

Materials and Equipment:

Like Likes Like by Chris Raschka (children's book), Large index cards, Pencils, Easel paper,

Fine tip colored markers, Manila folders, Scissors, Plastic lazy susan (for zoetrope), Cardboard strip, enough to create zoetrope at least 10" in diameter

QuickTime, How to Make a Zoetrope, by Ruth Hayes, from the Random Motion site, Videos by students at Hoffer Elementary School in Banning, California, from the California Museum of Photography site

Preparation (Before You Begin):

- Give a pencil and a manila folder to each child.
- Prepare Web page with links to video sites.
- Place Web page shortcut icon on desktops.
- Download QuickTime onto at least five workstations.
- Charge up digital camera batteries.
- Make zoetrope.
- Cut paper to make zoetrope animation strips.

Activity Steps:

- Word for the day/Organic reading and writing exercise (20 min.)
Group in circle. The children each have a turn to give one word that is "their" word." It could be a word that describes a feeling, something that is

special or important to him or her, something that the child is thinking about. The instructor writes each word on an index card as it given. Children will then work in groups of two or three to write a sentence about their word on the other side of the index card. An instructor works with each group to help pre-readers spell the words for their sentences and to facilitate group interaction. Groups should be balanced to include at least one independent reader/writer in each group. Each child receives a manila folder in which to store his or her card.

- Read aloud (10 min.)
Read *Like Likes Like* by Chris Raschka. (This book was selected because it has great illustrations; the story is told with a few simple words; the story evokes several themes, including loneliness, companionship, difference and sameness; and it is an excellent example of visual storytelling.)
- Review videos made by children (15-20 min.)
Instructors show the group how to pull up the video Web page on a workstation and demonstrate how to download and manipulate video clips. Instructors note how each clip consists of a series of frames—still images—that when run together, quickly create the motion we see. Group divides into pairs to look at video clips on Hoffer site.
- Make zoetrope animations (30 min.)
The group views model zoetrope and sample zoetrope animation strips made by the instructor. Instructors note how the animation was created in frames—think of a simple motion, draw the first movement, then draw the final movement, and fill in the gradual changes in between. Each child then receives a strip of paper to make his or her own zoetrope animation with the colored markers. The group sits together on the floor and shares markers. Have paper and scissors available for children to make additional animation strips if they need them.